Division of Social and Behavioral Sciences
Department of Psychology

PSYC 2307: Adolescent Psychology
CRN# 39348 – Fall, 2017
3 hour lecture course / 48 hours per semester/Regular Term/16 Weeks
HCC Online

Instructor: Denise R. Boyd, Ed.D.
Instructor Contact Information: Canvas Inbox; denise.boyd@hccs.edu
Psychology Department Chair: Dr. Karen P. Saenz, karen.saenz@hccs.edu 713-718-7180

Office Location and Hours
EDC A230
By appointment
Please feel free to contact me concerning any problems that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance. Your performance in my class is very important to me. I am available to hear your concerns and just to discuss course topics.

Email Policy
HCCS policy requires instructors and students to communicate only through the HCCS email system. If you have not activated your HCCS student email account, you can do so here (http://www.hccs.edu/district/students/student-e-mailaegle-id/). For course-related matters, students are required to use Canvas Inbox to communicate with me.

Course Description
Psychology 2307 is an introductory level course in adolescent development.

Prerequisites
PSYC 2307 requires college-level reading and writing skills. Research indicates that you are most likely to succeed if you have already taken and passed ENGL 1301. The minimum requirements for enrollment in PSYC 2301 include placement in college-level reading (or take INRW 0420 or ESOL 0360 as a co-requisite). If you have enrolled in this course without having satisfied these prerequisites, you are at higher risk of failure or withdrawal than students who have done so, and you should carefully read and consider the repeater policy in the HCCS Student Handbook.
Program Student Learning Outcomes (PSLOs) for all PSYC Courses

1. Define, discuss, and apply key terms and concepts that are essential to success in upper division psychology courses (e.g., abnormal psychology, history and systems of psychology, advanced learning theory, developmental psychology, industrial/organizational psychology).
2. Outline, define, discuss, and apply the steps of the scientific method.
3. Define, discuss, and apply key terms and concepts associated with descriptive and experimental research methods.
4. Define, discuss, and apply psychological terms and concepts that are commonly found in news reports, self-help literature, parenting literature, and psychotherapy.

Core Curriculum Objectives (CCOs) for all PSYC Core Courses

PSYC 2301 satisfies the social science requirement in the HCCS core curriculum. The HCCS Psychology Discipline Committee has specified that the course addresses the core objectives as follows:

- **Critical Thinking**: Students will demonstrate the ability to engage in inquiry and analysis, evaluation and synthesis of information, and creative thinking by completing a written assignment such as a book report, research paper, or essay.
- **Communication Skills**: Students will demonstrate effective development, interpretation and expression of ideas through written, oral, and visual communication by completing a written assignment such as a book report, research paper, or essay.
- **Quantitative and Empirical Literacy**: Students will demonstrate the ability to draw conclusions based on the systematic analysis of topics using observation, experiment, and/or numerical skills by completing textbook reading assignments, completing assignments, and answering questions on quizzes and exams that pertain to Course Student Learning Outcome #2 above.
- **Social Responsibility**: Students will demonstrate cultural self-awareness, intercultural competency, civil knowledge, and the ability to engage effectively in regional, national, and global communities by completing textbook reading assignments, completing assignments, and answering questions on quizzes and exams that pertain to Course Student Learning Outcome #4 above.

Course Student Learning Outcomes (CSLOs) and Learning Objectives for PSYC 2307

<table>
<thead>
<tr>
<th>COURSE STUDENT LEARNING OUTCOME #1</th>
<th>LEARNING OBJECTIVES</th>
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</thead>
</table>
| Describe and identify concepts, facts and theoretical perspectives related to typical development across the physical, cognitive, and psychosocial domains of adolescent development | 1.1 Describe the historical perspective of adolescence.  
1.2 Describe the contributions of heredity and environment to adolescent development in the physical, cognitive, and psychosocial domains.  
1.3 Describe the role of culture in adolescent development.  
1.4 Describe the various explanations of adolescent development proposed by learning, social-cognitive, cognitive-developmental, information processing, psychosexual, and psychosocial theorists.  
1.5 Describe developmental processes, periods, transitions, and issues in the physical, cognitive and psychosocial domains. |

<table>
<thead>
<tr>
<th>COURSE STUDENT LEARNING OUTCOME #2</th>
<th>LEARNING OBJECTIVES</th>
</tr>
</thead>
</table>
Describe and identify concepts, facts and theoretical related to individual differences in adolescent development

**LEARNING OBJECTIVES**

2.1 Describe the determinants, characteristics, and psychological dimensions of individual differences in puberty.
2.2 Describe the determinants, characteristics, and psychological dimensions of individual differences in adolescent sexual behavior.
2.3 Describe the factors that contribute to individual differences in cognitive development in adolescence.
2.4 Describe the factors that contribute to individual differences self-concept, self-esteem, self-efficacy, and personal identity in adolescence.
2.5 Describe the development of adolescents with conditions such as mental retardation and autism during the adolescent years.
2.6 Describe the psychological disorders that typically make their first appearance in adolescence.

**COURSE STUDENT LEARNING OUTCOME #3**

Describe and identify the basic research and evaluation methods used in the study of adolescent development, including the strengths and weaknesses of each method

**LEARNING OBJECTIVES**

3.1 Describe the methods that developmental scientists use to study adolescent development.
3.2 Describe the psychometric approach to individual differences in cognitive ability, achievement, and personality development in adolescence.
3.3 Describe the methods that clinicians use to diagnose psychological disorders in adolescence.

**COURSE STUDENT LEARNING OUTCOME #4**

Apply principles derived from the study of adolescent development to real-world issues and problems of adolescence and/or assessment of media presentations

**LEARNING OBJECTIVES**

4.1 Assess the strengths and weaknesses of cross-sectional, longitudinal, and cross-sequential research designs.
4.2 Assess the effectiveness of the various approaches to sex education.
4.3 Assess approaches to secondary school instruction with regard to consistency with principles of cognitive development.
4.4 Apply knowledge of parenting styles to real-world and fictional scenarios involving teens and parents.
4.5 Assess the content of fiction and nonfiction media with regard to consistency with research findings in the physical, cognitive, and psychosocial domains.

**Instructional Methods**

**Success in the Course**

As with any three-hour course, you should expect to spend **at least six hours per week** outside of class reading and studying the material. I will provide assignments to help you use those six hours per week wisely. Additional time will be required for the written assignment. Successful completion of this course requires a combination of reading the textbook, logging into the online course regularly, and completing assignments in Eagle Online Canvas. There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as your guide.

**Instructional Materials**


**Temporary Free Access to E-Book**

Follow these steps to get temporary free access to a digital version of the text for fourteen days:

- Visit [MyPsychLab.com](http://MyPsychLab.com)
- Click “Student”
• Click “Ok, register now”
• Select “Yes, I have a Course ID”
• Enter boyd16941
• Click “Next”
• Enter Pearson log-in credentials or create a new account
• Enter your access code, pay with a credit card, or click “Get temporary access without payment for 14 days” near the bottom of the page
• Follow on-screen instructions from there.

**MyPsychLab**
MyPsychLab is NOT REQUIRED in this course. If you purchased a new textbook with a MyPsychLab access code use the Course ID in the instructions above to register.

**Online Format**
All instruction in this section of PSYC 2307 will take place online. HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas. For information on system requirements and technical recommendations, consult the HCC Online website here hccs.edu/online/.

**Exams and Assignments**

**Units of Instruction**
When you log in to Eagle Online, you will see two sections, “Unit I” and “Unit II.” The topics covered in each unit are as follows.

<table>
<thead>
<tr>
<th>TEXTBOOK CHAPTER NUMBER</th>
<th>TEXTBOOK CHAPTER TITLE</th>
<th>DOCUMENTARIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Introduction</td>
<td>Inside the Teenage Brain</td>
</tr>
<tr>
<td>2</td>
<td>Biological Foundations</td>
<td>Margaret Mead: Tales from the Jungle (6 parts)</td>
</tr>
<tr>
<td>3</td>
<td>Cognitive Foundations</td>
<td>Riding the Rails (5 parts)</td>
</tr>
<tr>
<td>4</td>
<td>Cultural Beliefs</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The Self</td>
<td></td>
</tr>
<tr>
<td>Unit II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Family Relationships</td>
<td>Poor Kids</td>
</tr>
<tr>
<td>8</td>
<td>Friends and Peers</td>
<td>Growing Up Online</td>
</tr>
<tr>
<td>9</td>
<td>Love and Sexuality</td>
<td>Who was Lee Harvey Oswald?</td>
</tr>
<tr>
<td>10</td>
<td>School</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Work</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Media</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Problems and Resilience</td>
<td></td>
</tr>
</tbody>
</table>
Get Started Assignments (50 points)
- Post self-introduction and statement of interest in the units of instruction in the “Meet Your Classmates” forum (10 points)
- Take the Syllabus Quiz as many times as necessary to achieve a score of 100% (10 points)
- Watch three of the videos listed in the Get Started module.
- Take the Video Quiz. (30 points)
- Failure to complete Get Started Activities by the due date in the Course Calendar will result in your being dropped from the course.

Chapter Quizzes (350 points)
In addition to reading all of the chapters in the textbook, you are required to complete a 25-question quiz over each chapter. Each quiz counts 25 points. You can take each quiz an unlimited number of times, and your highest score counts. You will see a different set of questions with each attempt. A bonus of 25 points will be awarded for completion of all of the quizzes on time with scores over 90% for a maximum possible total of 350 points.

Written Assignment: Documentary Notes (400 points)
For each unit, you must submit a set of Documentary Notes for TWO of the documentaries (online videos) for which hyperlinks are provided in the Units of Instruction table above. The links are also posted in the "Documentary Notes" module on the Eagle Online homepage. Notes can be in bullet point or numbered format. (NO PARAGRAPHS, ESSAYS, OR NARRATIVES) The standard against which notes for each documentary will be graded is that the instructor needs to be able to tell from the notes that the student watched the entire documentary and grasped all of the concepts and factual details presented in it. Notes that satisfy these criteria and receive full credit are typically no less than three single-spaced pages in length. The notes should be submitted in a Microsoft Word file with your last name as the file name using the “Upload Documentary Notes” links on Eagle Online Canvas on the date indicated in the course schedule. Each set of Documentary Notes will count 100 points (total = 400 points).

Final Exam (200 points)
You will take a comprehensive final exam over all of the textbook chapters. The exam will be available on the dates shown in the course calendar. The exam will include 100 multiple-choice questions. There is a two-hour time limit on the exam, and you are allowed only one attempt. The final exam will count 200 points.

Grading Formula

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting Started Activities</td>
<td>50</td>
</tr>
<tr>
<td>Chapter Quizzes</td>
<td>350</td>
</tr>
<tr>
<td>Documentary Notes</td>
<td>400</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
</tr>
<tr>
<td>Grade</td>
<td>Points Required</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>A</td>
<td>900-1,000 (90%+)</td>
</tr>
<tr>
<td>B</td>
<td>800-899 points (80-89%)</td>
</tr>
<tr>
<td>C</td>
<td>700-799 points (70-79%)</td>
</tr>
<tr>
<td>D</td>
<td>600-699 points (60-69%)</td>
</tr>
<tr>
<td>F</td>
<td>&lt;600 points (&lt;60%)</td>
</tr>
<tr>
<td>FX</td>
<td>Failure due to non-attendance</td>
</tr>
<tr>
<td>IP</td>
<td>(In Progress)</td>
</tr>
<tr>
<td>W</td>
<td>(Withdrawn)</td>
</tr>
<tr>
<td>I</td>
<td>(Incomplete)</td>
</tr>
<tr>
<td>AUD</td>
<td>(Audit)</td>
</tr>
</tbody>
</table>

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades “IP,” “COM” and “I” do not affect GPA.

**Makeup Policy**
Students may request permission from the instructor to submit work after it is due. If the request is approved, the work must be submitted by the deadline shown in the Course Calendar. A 20-point penalty will be applied to all late work. Note: No “retakes” or “do-overs” are allowed.

**Incomplete Grades**
In order to receive a grade of Incomplete (“I”), you must have completed at least 85% if the work in the course. In all cases, the instructor reserves the right to decline a student’s request to receive a grade of Incomplete.

**Syllabus Modifications**
The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

**Course Calendar**

<table>
<thead>
<tr>
<th>WEEKS</th>
<th>DATE</th>
<th>TOPICS/WHAT'S DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>8/28-9/10</td>
<td>Class cancelled due to inclement weather</td>
</tr>
<tr>
<td></td>
<td></td>
<td>See “Supplemental Activities” module in Canvas</td>
</tr>
<tr>
<td>3-8</td>
<td>9/11-10/22</td>
<td>Get Started Activities due by 11:59 pm on 9/18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Census Day 9/26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit I Chapter Quizzes (Chapters 1-6) due by 11:59 pm on 10/22</td>
</tr>
</tbody>
</table>
Instructor and Student Responsibilities

As your Instructor, it is my responsibility to:

- Provide a grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective online learning environment
- Provide instructions for all assignments, exams, discussions, projects, etc.
- Inform students of policies such as attendance, withdrawal, late work penalties, etc.
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

To be successful in this class, it is the student’s responsibility to:

- Log in to Eagle Online Canvas regularly
- Complete all assignments, exams, discussions, projects, etc., on Eagle Online Canvas
- Read and comprehend the textbook
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts and all assignments
- Be aware of and comply with academic honesty policies in the HCCS Student Handbook

Attendance

In online courses, attendance is defined as logging in to the course and completing online assignments. Be advised that instructors must drop students who fail to attend class by the official date of enrollment (“Census Day”). In addition, instructors may drop students who miss six hours of class time.

Withdrawal

If you decide to withdraw from the course, it is your responsibility to do so online via the PeopleSoft student management system. If you need assistance, visit the counselors’ office on your campus. You may wish to discuss your decision to withdraw from the class with your instructor beforehand.

Virtual Classroom Conduct

I expect students to conduct themselves professionally in their communications with me, their classmates, and college staff and administration. Behavior inappropriate to the collegiate setting (including but not limited to abusive/derogatory/threatening/harassing language directed at the instructor or towards other students, staff or administrators) will not be tolerated, and may result in removal from the course if severe and/or repeated. For more information, see the HCC Online Student Handbook.
Student Organizations

Psi Kappa
All students are invited to join Psi Kappa, an organization that can help students learn about psychology outside the classroom, serve the community, meet students in other PSYC classes, interact with PSYC faculty, and learn leadership skills. For more information, visit the Psi Kappa page on the HCC Learning Web, the Psi Kappa blog, and the Psi Kappa Facebook page.

Psi Beta
HCC has an active chapter of Psi Beta: National Honor Society in Psychology for Community and Junior Colleges. To learn more about this organization visit the Psi Beta website. For information about the HCC chapter, visit the Psi Beta page on the HCC Learning Web.

Psychology Achievers Scholarship
To be eligible for the $125 per semester Psychology Achievers Scholarship, a student must (1) meet all HCC Foundation criteria for scholarship eligibility, and (2) make an A in either PSYC 2301 or PSYC 2314. For more information, visit the HCC Foundation scholarship website.

Tutoring
Visit this page to find out about HCC tutoring services.

HCCS Student Policies
All students are responsible for reading and understanding the HCCS Student Handbook, which contains policies, information about conduct, and other important information. Access the handbook at http://central.hccs.edu/students/student-handbook/

Students with Disabilities
HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to http://www.hccs.edu/district/students/disability-services/

Houston Community College is dedicated to providing an inclusive learning environment by removing barriers and opening access for qualified students with documented disabilities in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Ability Services is the designated office responsible for approving and coordinating reasonable accommodations and services in order to assist students with disabilities in reaching their full academic potential. In order to receive reasonable accommodations or evacuation assistance in an emergency, the student must be registered with Ability Services.

If you have a documented disability (e.g. learning, hearing, vision, physical, mental health, or a chronic health condition), that may require accommodations, please contact the appropriate Ability Services Office below. Please note that classroom accommodations cannot be provided prior to your Instructor’s receipt of an accommodation letter and accommodations are not retroactive. Accommodations can be requested at any time during the semester, however if an accommodation letter is provided to the Instructor after the first day of class, sufficient time (1 week) must be allotted for the Instructor to implement the accommodations.

HCCS.EDU
http://central.hccs.edu/students/disability-services/

Central College
713-718-6164
Coleman College
713-718-7376
Northeast College
713-718-8322
Northwest College
713-718-5422
713-718-5408

Southeast College
713-718-7144
Southwest College
713-718-5910
Adaptive Equipment/Assistive Technology
713-718-6629
713-718-5604
Interpreting and CART services
713-718-6333
EGLS, Evaluation for Greater Learning Student Survey System

The EGLS3 (Evaluation for Greater Learning Student Survey System) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS3 surveys are only available for the Fall and Spring semesters. There are no EGLS3 surveys during the Summer semester due to logistical reasons.

Office of Institutional Equity

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual’s fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status-in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross
Director EEO/Compliance
Office of Institutional Equity & Diversity
3100 Main (713) 718-8271
Houston, TX 77266-7517
or Institutional.Equity@hccs.edu

Campus Carry

At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For more information, visit the HCC Campus Carry web page at http://www.hccs.edu/district/departments/police/campus-carry/.

Food and Housing

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so.